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ABSTRACT

This study investigated the relationship of an organization's clear and focused mission and the role of the principal as a strong instructional leader to the academic achievement of students. Focus was on extending educators' understanding of the types of goals selected by instructionally effective schools and activities of principals in schools that were successful in promoting the academic achievement of students. The research, initiated in 1983 and completed in June 1986, used results of the California Achievement Test, school means on 18 goal statements generated as local school goals, and school mean scores on a questionnaire that assessed staff perceptions of the principal as a strong instructional leader. Of the original 67 schools involved, 32 had sufficient student achievement data to be included in the study. A total of 1,775 students, of which 712 were white and 597 were black, were included. Results of the study indicate that: (1) there must be fundamental changes in the preservice programs for prospective administrators; (2) candidate administrators must be recruited based on a commitment to the belief that "all children can learn"; (3) in-service programs must be developed by school districts and professional associations that will provide ongoing leadership training and support for practicing administrators; and (4) principals need to recognize the importance of their role as instructional leaders. Survey instruments are included. (TJH)

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INSTRUCTIONAL LEADERSHIP, SCHOOL GOALS, AND STUDENT ACHIEVEMENT: EXPLORING THE RELATIONSHIP BETWEEN MEANS AND ENDS

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PERSPECTIVE

From 1983 to the present, the Center for Effective Schools at the University of Washington has engaged in research based upon the work of Edmonds, Brookover, Lezotte, Andrews, and others which suggests that there are schools which successfully promote the academic achievement of all students.

Proponents of effective schools research have long hypothesized that to have instructionally effective schools, there must be (1) a clear and focused mission, (2) strong instructional leadership by the principal, (3) high expectations for students and staff, (4) frequent monitoring of student progress, (5) the presence of a positive learning climate, (6) parent/community involvement, and (7) an emphasis upon student attainment of basic skills. While each of these correlates plays a critical role in the development of an instructionally effective school, the nature of the relationship each have upon student achievement is less well defined.

This study investigated the relationships of a clear and focused mission and the role of the principal as a strong instructional leader to the academic achievement of students.

Specifically, it sought to extend educators' understanding about the types of goals selected by instructionally effective schools and activities of principals in schools that were successful in promoting the academic achievement of students.

Organizational Goals

Much of the research on organizations emphasizes the importance of a shared mission to an organizations success. However, it is often difficult to ascertain that mission in organizations that are faced with having to adopt multiple goals. Any serious discussion about schools for instance recognizes that they are multi-purpose organizations seeking to address multiple goals. There is evidence which suggest that having a multiplicity of goals may not be bad and, in fact, can contribute to the overall success of the organization. However, this only occurs when the organization can bring the multiplicity of needs and interests together so that the various talents and skills in one arena contribute to success in another (Gross and Etzioni, 1985).

Another problem faced by organizations was identified by Perrow (1961). He defined goals as either "official" or "operative" official goals identifying the organization's general purposes and operative goals serving to designate the outcomes obtained through the actual operating policies of the organization. This distinction becomes clear when one considers that many schools have official goals which clearly state that "All Children Can Learn." However, the operative goals as manifest in their day-to-day operating policies may, in fact, demonstrate that something very different is occurring which, unfortunately, is also acceptable.

Deal and Kennedy (1982) recognized the importance of "operative" goals when they defined organizational culture as "the way we do things around here." Their position was that the clearest evidence of what is important in an organization is not what it says it does, but, rather, what it actually does in its day to day activities.

Thus, a major problem of most organizations is the degree to which the goals perceived to actually exist are congruent with their stated goals. Kamen (1977) contends that sometimes educational organizations seek to legitimate certain goals by dramatizing them in a myth (something believed to be true whether or not it is). Despite the fact that such goals may be more symbolic than real they often still serve as the raison d'etre for the organization's existence. There is much evidence to suggest that a major dilemma in schools is the conflict between the symbolic and the real.

In Organizations in Society (1985), Gross and Etzioni stated that "Since organizations are established to accomplish certain ends or satisfy certain societal needs, we should be able to assess their effectiveness by asking how well they are performing." They suggest that there are two basic approaches to evaluating effectiveness. One is a goal completion model and the other a systems model.

Briefly stated, the goal completion model of assessing effectiveness asks the simple question "How close did you come to achieving your goals?" For instance, if the stated goal of a school is to increase student achievement, then that becomes the criterion for success, and evaluation is relatively straight-forward. Provided of course, we precisely define what the increase is that we expect.

In many educational organizations, for instance, the primary organizational goal is a continuous one (i.e. increase the academic achievement of students). If academic achievement (which in itself is difficult to measure) does not occur each year for every child, the question arises - Is that educational organization unsuccessful? This is a nagging question that has puzzled educators for decades.

The second approach to evaluating success does not rely upon the organization's performance on an absolute criterion (i.e., student achievement) but rather assesses the organization's performance in relationship to others that are like it. Part of the rationale behind the systems approach is that organizations are so complex and expectations are so varied that it is better not to pay **exclusive** attention to how well an organization attains its goals because it is doomed to always disappoint some of its constituents. This rationale assumes that it is of primary importance that the organization survive and that it continues to at least partially satisfy its constituents (p. 25).

This study sought to utilize both approaches in assessing the degree to which schools were successful in realizing their goals. Effective schools have a primary belief that "All Children Can Learn." Simply put, this belief is non-negotiable. Consequently, increasing student achievement becomes very important and the school's responsibility for educating all children is viewed as an appropriate measure of its success.

In a normative sense it may also be important, for the efficacy of those who work in schools, that they can ascertain the success with which they accomplish their tasks in relationship to other schools. However, their **perceptions** of success should not be allowed to usurp the reality that the central mission of schools is that "All Children Learn."

Instructional Leadership

The research on effective schools (Edmonds, 1979; Brookover et al, 1979; Andrews, Soder and Jacoby, 1986; Andrews and Soder, 1987; Mortimer, 1989) strongly suggest that instructionally effective schools have principals who are viewed by their teachers as the primary instructional leader in the school.

Andrews and Hallet (1985) conducted a study of the principalship in the State of Washington during which they examined how 707 principals perceived and/or performed their jobs. Andrews and others (Andrews and Soder, 1987; Andrews and Bamburg, 1989; Andrews and Smith, 1989) extended this work by conducting studies based upon supervisor, peer, and staff perceptions of principals as instructional leaders and determined that teachers who perceived their principal to be a strong instructional leader and teachers who did not perceive their principal to be a strong instructional leader had dramatically different views about how their principal performed.

The strength of the findings from the work of Andrews, et al has been the rigor with which the instructional leadership variable has been defined. Using a team of University of Washington professors and practicing teachers and administrators, the researchers developed an operational definition of instructional leadership behavior. Based upon that definition the researchers developed and administered a questionnaire containing 18 items based upon those strategic interactions to over 2,300 teachers to obtain reliable measures. Instructional leadership was found to be a set of strategic interactions grouped into four areas. These included (1) the principal as a "Resource Provider," (2) the principal as an "Instructional Resource," (3) the principal's as an effective "Communicator" and (4) the principal as a "Visible Presence."

As a *resource provider*, the principal takes action to marshal personnel and resources within the building, district, and community to achieve the school's mission and goals. These resources may be seen as materials, information, or opportunities, with the principal acting as a broker.

As *instructional resource*, the principal sets expectations for continual improvement of the instructional program and actively engages in staff development. Through this involvement, the principal participates in the improvement of classroom circumstances that enhance learning.

As *communicator*, the principal models commitment to school goals, articulates a vision of instructional goals and the means for integrating instructional planning and goal attainment, and sets and adheres to clear performance standards for instruction and teacher behavior

As *visible presence*, the principal is out and around in the school, visiting classrooms, attending departmental or grade-level meetings, walking the hallways, and holding spontaneous conversations with staff and students (Andrews and Soder, 1987).

This study, sought to extend our understanding of effective school practices by examining the link between/among school goals, instructional leadership and the academic achievement of students. Two questions served as the bases of this study:

(1) Do **High Achieving Schools** (i.e., schools that successfully increase the academic achievement of students) emphasize different goals than **Low Achieving Schools**, and

(2) Do differences exist between the staff perceptions in **High Achieving Schools** and staff perceptions in **Low Achieving Schools** in terms of how they view their principal as an instructional leader.

DATA SOURCES

The study reported here is based upon research that was initiated in 1983 and completed in June 1986. It investigated the relationship between (1) school goals and (2) the instructional leadership of the principal and student academic achievement variables. Achievement variables were constructed that included school means for disaggregated student gain scores on Total Mathematics of the California Achievement Test (CAT), school means on 18 goal statements generated

as local school goals and school mean scores on a questionnaire that assessed staff perceptions of the principal as a Strong Instructional Leader.

Academic Achievement

The CAT was administered to all children by classroom groups in 67 elementary schools during April 1983, 1984, and 1985. To be considered as a subject in the sample, a student had to be continuously enrolled in the same school over the two-year time period. The sample of schools reported in the study consisted of ten elementary schools that had the highest positive gain scores and ten elementary schools that had the lowest gain scores, and where sufficient achievement data were obtained to allow for reliable and valid conclusions. Each school had ten or more students in each of the disaggregated groups (White, Black, Free-Lunch, Non Free-Lunch). A listing of schools, average gain scores, and number of subjects in each group is presented in Appendix A.

The improvement measure was constructed from individual student normal curve equivalent (NCE) CAT score differences on Total Mathematics from Spring 1983 to Spring 1985. Individual gains for every student present at the same school during 1983-1984 and 1984-1985 were computed and aggregated within schools for all students and by ethnicity and free-lunch status. The year-end 1983 tests provide a reasonable base for school effects over the 1983-85 biennium.

School Goals

Data related to school goals were obtained through the administration of a Clear Goals Survey. A copy of the Clear Goals Survey is included in Appendix B.

The Clear Goals Survey was collaboratively developed by practicing teachers and administrators in the school district and the University of Washington research team. The Clear Goals Survey consists of 18 goal statements. Teachers were asked to select from the 18 goals statements five that most closely represented the goals they felt were emphasized in their school. Of 1,155 surveys distributed, completed surveys were received from 942 teachers in the Spring of 1985 (81.9% return rate).

Staff Assessment Questionnaire

In addition to the Clear Goals Survey, a Staff Assessment Questionnaire was also administered to all teachers. A copy of the SAQ is included in Appendix B. Developed collaboratively by practicing teachers and administrators in the school district and the University of Washington research team, the SAQ consists of 167 Likert-type items measuring nine school factors (strong leadership, staff dedication, staff expectations of students, identification of students with special learning needs, multi-cultural education, sex equity, curriculum continuity, positive learning climate, and frequent monitoring of student progress). The return rate for the SAQ was the same as for the Clear Goals Survey.

METHOD

The Clear Goals Survey and SAQ were administered by trained effective schools representatives in each school. Data were gathered at a staff meeting conducted by the effective schools representative. All responses were recorded on mark sense forms with no subject identification; thus the anonymity of the respondent was assured. All data were returned to the research team by schools. The Evaluation Services Office of the school district optically scanned all answer sheets and provided the research team with school mean scores on all goal statements and with an item analysis of each item of the SAQ based upon their perceptions across each of the effective schools characteristics. All demographic data and student academic achievement data were gathered from each individual student's master file maintained by the school district.

Thirty-two of the original 67 schools had sufficient student achievement data to be included. In the study schools, there were a total of 1,775 students, of which 712 were White, 597 were Black, 693 were free-lunch, and 912 were non free-lunch. The number of staff members in the sample of 20 schools included for analysis was 311, which represents 33 percent of the elementary staff in the district.

Current literature is divided on the best measure of improvement in academic achievement. Several measures (total scores, individual score, or gain scores) could be used to test the relationships hypothesized in this study; however,

since the primary focus of this study was to examine the "value adding" from schools and to examine differential relationships between disaggregated student achievement by surrogate SES and ethnicity--variables normally held constant in residual gain score analyses, our final analysis used student gain scores. The main concern about the use of gain scores as measures of improvement is reliability of each individual student's score (see Cronbach and Ferby, 1970; Rogosa and Willett, 1983; Andrews, Soder, and Jacoby, 1986).

The procedures used in this study have minimized the impact of the lack of reliability in gain scores by aggregating individual student gain scores to an average school gain score. The elimination of schools with less than ten students in any subgroup results in averages less sensitive to the vagaries of testing.

The specific hypotheses tested in this study were:

(1) Are there statistically significant differences (.05) as determined by a t-test between the goals selected by the staff in **High Achieving** and **Low Achieving Schools**, and

(2) are there statistically significant differences (.05) as determined by a t-test between the staff of **High Achieving Schools** and the staff of **Low Achieving Schools** regarding their perception of their principal as a strong instructional leader.

RESULTS

The data for two-year gain scores by type of school and ethnicity and SES of students are presented in Table I.

TABLE I

Math Two-Year NCE Gain Scores (1983-85)

	High-Achieving Schools (N of Schools = 10)	Low-Achieving Schools (N of Schools = 10)	Difference
All Students	7.9809	-1.8115	9.7924
Ethnic Groups:			
White	5.5764	-2.3014	7.8778
Black	9.3434	-2.8399	12.1833
Surrogate SES:			
Non-Free-Lunch	6.4103	-1.4139	7.8242
Free Lunch	9.6203	-1.9218	11.5421

Academic Achievement

The data on gain scores (Table I) suggests that considerable variation in the academic achievement of students occur depending upon the school they attend. For *All Students* who attended **High Achieving Schools**, the two-year growth measured by Normal Curve Equivalents (NCE) gain scores was 7.9809. This is contrasted by an NCE gain score for *All Students* attending **Low Achieving Schools** of -1.8115. The difference in academic growth between the students in these two groups of schools is a total of 9.7924 percentile points during this two-year time period. When one considers the differences in academic growth by students in each sub-population, similar findings occur. In **High Achieving Schools** *White* students had a growth of 5.5764 NCE points over two years while *White* students in **Low Achieving Schools** experienced a decline of -2.3022 NCE points. The data for *Black* students was even more dramatic with a differential of 12.1833 NCE points over the same period of time for students in **High Achieving** and **Low Achieving Schools.**

If one views these data on the basis of SES using *Free-Lunch* vs. *Non-Free Lunch* status as a surrogate measure, similar findings occur. The differences in

academic achievement between the two groups of schools, as measured by the CAT, produced the following results. Whereas *Non-Free Lunch* students in **High Achieving Schools** gained 6.4103 NCE points over two years, students in the ten **Low Achieving Schools** had an average loss of -1.4139 NCE points. Finally, the data suggests that students who qualify for *Free Lunch* in the **High Achieving Schools** experienced significant growth in mathematics (9.6203 NCE points) when compared to a similar population of students in **Low Achieving Schools** (-1.9218 NCE points).

After viewing the academic achievement of students in **High Achieving Schools** and **Low Achieving Schools**, the question arises as to what could account for these differences. The schools in this study had essentially the same student populations in terms of ethnicity and SES and they offered a similar curriculum. The staff in each school was similar in terms of training and years of experience. Thus, the answer lies elsewhere. This study sought to determine if the answer might lie in 1) the kinds of goals **High Achieving Schools** emphasize and or 2) if the principals of **High Achieving Schools** were perceived to engage in behavior that contributed to the teacher's ability to teach effectively.

Goals Data

The goals data were analyzed by calculating a set of scores for each school on each of the 18 goal statements that the staff responded to on the School Goals Survey. In turn, these results were disaggregated into a set of mean scores based upon whether the school was a **High Achieving** or **Low Achieving School** (See Appendix C). The total mean scores for **High Achieving** and **Low Achieving Schools** on each goal were then analyzed on a T-test for matched pairs to determine if significant differences (.05) existed between the goals selected by **High Achieving Schools** and **Low Achieving Schools**.

When one compares the mean scores for **High Achieving** and **Low Achieving Schools**, it can be seen that the top five goals selected by both category of schools were the same. While the order of the goals was somewhat different between the two groups, the goals actually selected were identical. They were:

- To provide a strong basic education
- To provide an environment in which each student may develop positive self-esteem
- To develop strong multicultural understanding among students and staff
- To ensure respect for individual differences on the part of students and staff, and
- To provide an environment in which each student is encouraged to achieve his or her potential.

Next, based upon the results obtained from administration of a t-Test it was determined that there was only one goal for which there was a statistically significant difference between **High Achieving** and **Low Achieving Schools**. Goal #12, "To insure academic excellence," had a t-value of 2.30 which was significant on a one-way test of significance at the .05 level. Complete t-Test results for each goal can be found in Appendix D.

Staff Assessment Questionnaire

The process for analyzing the data on Strong Leadership for **High Achieving** and **Low Achieving Schools** from the Staff Assessment Questionnaire was very similar to that employed on the School Goals Survey. (See Appendix B.) The scores on Strong Leadership for each school were arrived at by combining the percentage of staff that "Strongly Agree" and "Agree" on each of 19 items. A mean was calculated for each item depending upon whether the school qualified as a **High Achieving** or **Low Achieving School** based upon student achievement. Finally, the mean scores were analyzed by a t-test for matched pairs. See Table II.

TABLE II

t-Test Results for

Staff Assessment Questionnaire

Item No.	High Achieving Schools Mean	St Dev	Low Achieving Schools Mean	St Dev	T Test Diff	Pooled SD	T-Value
1	91.63	8.65	79.88	14.53	11.75	5.64	2.08*
2	83.82	18.87	73.99	21.57	9.83	9.55	1.03
3	90.57	11.07	69.06	25.61	21.51	9.30	2.31*
4	84.37	10.73	53.91	21.52	30.46	8.02	3.80**
5	78.85	11.05	51.68	20.25	27.17	7.69	3.53**
6	74.64	17.53	59.54	22.26	15.10	9.44	1.60
7	90.87	8.21	71.14	17.02	19.73	6.30	3.13**
8	82.13	19.75	65.56	26.88	16.57	11.12	1.49
9	80.40	14.97	62.81	24.38	17.59	9.54	1.84*
10	80.87	16.09	63.62	21.07	17.25	8.84	1.95*
11	82.51	15.79	57.82	29.74	24.69	11.22	2.20*
12	85.10	11.24	58.96	18.86	26.14	7.32	3.57**
13	86.91	14.23	65.47	25.16	21.44	9.63	2.23*
14	76.24	13.29	52.76	24.80	23.48	9.38	2.50*
15	91.69	11.77	73.86	20.24	17.83	7.81	2.28*
16	94.70	7.33	78.15	29.39	16.55	10.10	1.64
17	75.57	25.89	61.54	25.09	14.03	12.02	1.17
18	75.87	18.85	59.47	22.31	16.40	9.74	1.68
19	80.22	17.82	47.79	31.15	32.43	11.96	2.71*

* Significant at the .05 level on a one-tailed test.

** Significant at the .01 level on a one-tailed test.

In Table II it can be seen that on thirteen of 19 statements statistically significant results were obtained. Each item which had statistically significant results were positive in favor of **High Achieving Schools**. The specific results for the 19 items that comprise the Strong Leadership correlate are reported according to the "Area of Strategic Interaction" to which they belong.

The first area of "Strategic Interaction" focuses upon staff perceptions of the principal as a *Resource Provider*. Four items (#2, #8, #10, #14) comprise this dimension and the mean scores for principals in **High Achieving Schools** was higher on each one. The amount of difference on the mean scores ranged from a low of 9.83 percentage points to 23.48 percentage points. Only one, (#14) "My principal is an important instructional resource person in our school," had results

that were statistically significant. That item, was significant at the .05 level with a t-Value of 2.50.

Being an *Instructional Resource* is the second area of "Strategic Interaction" and once again the differences in mean scores for principals in **High Achieving Schools** and **Low Achieving Schools** were positive for principals in **High Achieving Schools** on each item (#1, #4, #12, #18). More importantly, three of the four items had differences that were statistically significant based upon the results of t-Tests. Two items were highly significant (.01). They were: (#4) "Teachers in my school turn to the principal with instructional concerns or problems." and (#12) "My principal's evaluation of my performance helps me to improve my teaching." A third item, (#1) My principal encourages the use of different instructional strategies." was significant at the .05 level.

The ability of the principal to be an effective *Communicator* contains six items (#5, #6, #7, #11, #13, #17). As with the items above the mean scores for each item in this area was greater for the principals of **High Achieving Schools**. The differences between the mean scores on these six items ranged from 14.03 percentage points to 27.17 percentage points and four of those items were also statistically significant. Two items, (#5) "Discussion with my principal result in improved instructional practice," and (#7) "My principal uses clearly communicated criteria for judging staff performance," were significant at the .01 level. Two other items, (#11) "My principal provides a clear vision of what the school is all about," and (#13) "My principal communicates clearly to the staff regarding instructional matters," were significant at the .05 level.

The final "Area of Strategic Interaction" was that of being a *Visible Presence* which is composed of four items (#9, #15, #16, #3). The differences in the mean scores on all items were once again positive in favor of the principals in **High Achieving Schools** and three of those items produced t-Test results that were statistically significant at the .05 level. They were: (#9) "My principal makes frequent classroom observations," (#15) "My principal is accessible to discuss matters dealing with instruction," and (#3) "My principal is an active participant in staff development."

Finally, one item on the Strong Leadership section of the SAQ is not included among the "Areas of Strategic Interaction." That item is #19, "My principal is a strong instructional leader," and on that item the principals of **High Achieving Schools** had an average score of 80.22 and the principals of **Low Achieving Schools** had an average score score of 47.79, a difference of 32.43 percentage points. When a t-Test was conducted on this item it was significant at the .05 level in favor of the principals in **High Achieving Schools.**

DISCUSSION

The differences in the levels of academic achievement of students in **High Achieving** and **Low Achieving Schools** clearly demonstrate that profound discrepancies exist in the quality of education that students experience depending upon the school they attend. Because of those results the questions posed in this study take on added significance.

Did the teachers in the **High Achieving Schools** emphasize goals that were different from those in **Low Achieving Schools**? The answer is mixed. If one only compares the top five goals (based upon mean scores) of **High Achieving** and **Low Achieving Schools,** the results suggest that all schools, regardless of their success in promoting the academic achievement of students, emphasize the following goals:

- To provide a strong basic education
- To provide an environment in which each student may develop positive self-esteem
- To develop strong multicultural understanding among students and staff
- To ensure respect for individual differences on the part of students and staff, and
- To provide an environment in which each student is encouraged to achieve his or her potential.

However, the t-Test results on the goals data demonstrate that there were statistically significant differences on the goal, "To insure academic excellence." That difference is important because among other things it suggests that, while all schools are faced with the need to address multiple goals, **High Achieving Schools**

do not lose sight of their primary responsibility, namely that of insuring "academic excellence."

The goals data analyzed in this study closely resemble the findings of Gross and Etzioni (1985) in that they reinforce the view that schools must adopt multiple goals. When the goals t-Test results are considered in light of the dramatic differences in academic achievement in **High Achieving** and **Low Achieving Schools**, they suggest that the teachers of **High Achieving Schools** recognize that the operative goals of their organization must reflect a commitment to activities that promote the academic achievement of students. Another way of viewing these results is that the operative goals of an organization, as Deal and Kennedy suggest, represent "the way we do business around here" and that the teachers in **High Achieving Schools** are more committed to insuring academic excellence than **Low Achieving Schools.**

Finally, the evidence from this study suggests that, despite the risks identified by Gross and Etzioni, **High Achieving Schools** appear very willing to hold themselves accountable to attaining the goals of increasing student achievement. The findings also provide a partial answer to Etzioni's concern about whether a systems approach to measuring goal attainment might be a more appropriate means of assessing an organizations effectiveness. The results indicate that **High Achieving Schools** do equally well on both measures of effectiveness.

The t-Test results for each of the "Areas of Strategic Interaction" provided powerful evidence regarding the role of the principal as a strong instructional leader. A careful analysis of the items from the Strong Leadership section of the SAQ provide important evidence about the specific activities that principals engage in that contribute to the development of **High Achieving Schools.**

Principal as Resource Provider

While each of the items in this area of "Strategic Interaction" is important, the responses of teachers in **High Achieving Schools** indicated that one of the most important responsibilities that a principal needs to address is that of securing the resources the staff needs. In addition, principals who are strong instructional leaders accept responsibility for being knowledgeable about curriculum and

instruction, while recognizing that they must also be able to link teachers with others who might possess the skills and knowledge that are needed. Principals who are strong instructional leaders are able to get maximum value out of the "limited" resources that are available to them.

Instructional Resource

The three items that were statistically significant in this area of "Strategic Interaction" clearly demonstrate the importance of the principal as an instructional leader. While it was important that the teachers in **High Achieving Schools** perceived that their principal "encourages the use of different instructional strategies" (.05), even more important were the two items that were significant at the .01 level. Those results suggest that principals in **High Achieving Schools** are "sought out by teachers who have instructional concerns or problems" and that the principal's "evaluation of teachers performance helps to improve their teaching." These results strongly reinforce the belief that principals of **High Achieving Schools**, in marked contrast to other principals, are clearly perceived to be knowledgeable about instruction and their presence in classrooms is welcomed and viewed as a valuable opportunity for professional growth. Principals who are strong instructional leaders act very differently than most principals and, in stark contrast with the findings in A Place Called School (Goodlad, 1985), the teachers who work in **High Achieving Schools** welcome their principals into their classrooms. To summarize, these three items clearly demonstrate that if principals seek to be instructional leaders then they must not only become knowledgeable about effective instructional practices, but they must also be able to effectively work with teachers that have instructional concerns or problems.

Communicator

This area of "Strategic Interaction" contained the largest number of items (6) and it also had the greatest number of statistically significant items (4). A careful analysis of those items suggest that the principal who desires to be an instructional leader must be able to "provide a clear vision of what the school is all about" (.05). This statement assumes that the principal is able to conceptualize a vision for the school as well as communicate that vision to others.

Again the most important skills that principals must possess are strongly related to instruction. The three items "My principal uses clearly communicated criteria for judging staff performance" (.01), "My principal communicates clearly to the staff regarding instructional matters" (.05), and "My principal engages in discussions related to instructional practice" (.01), clearly indicate that the principal must be able to communicate clearly and effectively about issues related to instruction.

Visible Presence

The final area of "Strategic Interaction" that teachers responded to on the Strong Leadership characteristic of the SAQ was related to their perceptions of the principal as a "Visible Presence." This section was composed of four items and on three of them the differences were statistically significant at the .05 level. Two were clearly related to instruction, "My principal makes frequent classroom observations" and "My principal is accessible to discuss matters dealing with instruction." These two items reinforce the notion that principals who are instructional leaders are able to prioritize their time effectively and use it to attend to what is most important in the organization, namely activities related to teaching and learning. In the hectic day-to-day existence of being a principal, it is extremely easy to lose sight of the importance of managing one's time wisely and avoid letting it be absorbed by non-productive non-instructional activities that have little impact on the quality of instruction.

The third statistically significant item in this area addresses another issue that is critical if a school is going to be an instructionally effective school. The importance of "My principal is an active participant in staff development" should not be underestimated. In developing an instructionally effective school, staff ,development activities are vital. The research on the implementation of educational innovations clearly demonstrates that the principal's participation in staff development is a powerful factor in the successful adoption and implementation of curriculum innovations. If curriculum and instructional issues are deemed important then attendance and participation in staff development activities must occur (Fullan, 1982).

Principal as Strong Instructional Leader

Finally, one of the items that the staff of each school responded to was "My principal is a strong instructional leader." There was a significant difference (.05) between the staff in **High Achieving Schools** and the staff in **Low Achieving Schools** in their perception of their principal. As a summary statement about the relationship between the role of the principal and student academic achievement, it is clear that the principal occupies a position of central importance. It is equally clear that the teachers in instructionally effective schools recognize this importance.

CONCLUSIONS

This study sought to determine whether there was a statistically significant relationship between the goals of schools, the activities of principals in those schools and the academic achievement of students.

The results of the research on goals in this study suggest that all schools adopt multiple goals. It should not be surprising given the nature of public education to find that schools are organizations that must embrace multiple goals in order to survive. More important is the finding that the goal "To insure academic excellence" was statistically significant. The principal and teachers in **High Achieving Schools** do not lose sight of their primary responsibility - the education of all students in the school. This goal is non-negotiable in instructionally effective schools.

The results from the "Areas of Strategic Interaction" provide powerful evidence about the kinds of activities that principals should engage in if they are truly committed to being instructional leaders. The position of principal carries with it the burden of not only "managing" the day-to-day activities of running a school (i.e., meeting with parents, attending meetings at central administration, monitoring the budget, resolving discipline issues, scheduling assemblies, supervising lunchrooms, etc.) but also of providing "instructional leadership."

Defining the parameters of "instructional leadership" is not easy. It is even more difficult to "do" instructional leadership. For many principals, the present emphasis upon being an instructional leader is made even more difficult because "Principals are not trained to instructional leadership, they aren't chosen for it, they aren't evaluated on that basis, they aren't rewarded for doing it, and they aren't punished for not doing it," (Edmonds). Where can principals turn for help? Based upon the results of this study two suggestions might be helpful.

The first is that principals who are committed to becoming instructional leaders should seriously consider the "Areas of Strategic Interaction" and the implications for their own behavior. Based upon the results of this study principals in **High Achieving Schools** act demonstrably different than their counterparts in **Low Achieving Schools.** These differences are even more apparent when the statistically significant items are considered.

Another way of viewing the results from this study is to consider the "Areas of Strategic Interaction" in the context of what has been learned from the organizational research on leaders outside of schools. In Leaders (1985), Bennis and Nanus defined four strategies that successful leaders employ in their day-to-day activities. They were:

- Attention through vision or "creating a focus"
- Creating meaning through communication or "the management of meaning"
- Trust through positioning or "engaging in the actions necessary to implement the vision of the leader," and
- "Management of self"

If these strategies are compared with the "Areas of Strategic Interaction" the connectedness between them demonstrates that instructional leadership in educational organizations is fundamentally the same as leadership in any other organization. The important lesson from this is that what principals do as leaders is little different from what leaders do in any organization.

Principals need to understand that educating children is the "business" of schools and, therefore, principals need to engage in activities that will enhance the

organization's (school's) ability to be successful in the business. Another way of thinking about schools as organizations is represented by three questions:

What business are we in?
How well is business doing?
What can be done to improve business?

Fundamental components of a principal's role as the educational leader of the organization is to (1) have a vision for the organization that is clearly focused upon desired outcomes (i.e., "insuring academic excellence"), (2) communicating that vision to everyone connected with the organization in such a way as to obtain their support, (3) providing and/or obtaining the resources needed by the organization to accomplish the vision, and (4) managing one's self so that (1), (2), and (3) can be accomplished.

The second suggestion for principals comes from a document entitled "What's Worth Fighting For In The Principalship," (Fullan, 1988). In it, he asks the rhetorical question, "Where do you start?" His answer is that we must start with ourselves. Until we can take control of our own lives and our own values and beliefs about what we ought to do, both professionally and personally, we will be unable to provide leadership for anyone else.

IMPLICATIONS

The implications of this study are myriad. First, there must be fundamental changes in the pre-service programs that prospective administrators participate in that will enable them to move beyond being managers to being "instructional leaders." In particular, attention must be paid to how prospective administrators are selected, how they are trained, and what they are trained to do.

Administrator preparation programs in Colleges of Education must find ways of identifying and recruiting individuals who are committed to the belief that "All Children Can Learn." These individuals must be identified, their beliefs must be nurtured, and their skills must be enhanced so that when they go into schools they can engage in activities that will promote that belief. In regards to the last point identified above, particular attention must be paid to ensuring that prospective administrators become knowledgeable about what good instruction looks like and that they can converse with others about instruction. Second, administrators must understand that schools are complex organizations and that they need to be highly skilled in human relations and change/change-process.

In-service programs must be developed by school districts and professional associations that will provide ongoing training and support for practicing administrators that will enable them to develop the skills and abilities described above so that they too can become instructional leaders. Such programs must be based upon a recognition that much of what practicing administrators need to know wasn't taught. If we really want these individuals to be successful, they need to acquire those skills.

Finally, principals need to recognize the importance of their role as instructional leaders, be willing to assume responsibility as the primary instructional leaders of our schools and take responsibility for their actions.

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APPENDIX A

Table of Math Gain Scores
for
High-Achieving Schools

School	Total Gain All Students (N Students)	Free-Lunch Students [N]	Non-Free-Lunch Students [N]	White Students [N]	Black Students [N]
1	6.6543 '(81)	4.9545 '(22)	6.6923 '(52)	5.0976 '(41)	6.96 '(25)
2	8.8758 '(153)	11.6883 '(77)	5.2353 '(68)	3.7143 '(56)	13.1818 '(11)
3	5.2917 '(120)	4.2333 '(60)	5.5556 '(45)	3.8246 '(57)	4.7692 '(26)
4	9.4898 '(49)	13.52 '(25)	4.8696 '(23)	4.0909 '(11)	12.5 '(30)
5	5.7128 '(94)	7.0811 '(37)	3.9565 '(46)	2.8929 '(28)	6.3 '(40)
6	12.4333 '(120)	14.9459 '(37)	11.0923 '(65)	9.4615 '(52)	15.4375 '(16)
7	5.7907 '(43)	7.1875 '(16)	4.6154 '(26)	3.1765 '(17)	8.6364 '(11)
8	5.98 '(50)	6.7143 '(28)	5 '(15)	6.4667 '(15)	3.9474 '(19)
9	15.0667 '(30)	17.2727 '(11)	13.7895 '(19)	13.3125 '(16)	17.1818 '(11)
10	4.5146 '(206)	8.6053 '(38)	3.2973 '(148)	3.7273 '(99)	4.52 '(25)

APPENDIX A (Continued)

Table of Math Gain Scores
for
Low-Achieving Schools

School	Total Gain All Students (N Students)	Free-Lunch Students (N)	Non-Free-Lunch Students (N)	White Students (N)	Black Students (N)
11	-1.6032 '(63)	-2.2903 '(31)	-0.3182 '(22)	-5.8824 '(17)	-1.2941 '(34)
12	-4.2407 '(54)	-5.5128 '(39)	-2.6667 '(12)	-7.3636 '(22)	-5.2778 '(18)
13	-0.8627 '(102)	-1.0175 '(57)	-1.2821 '(39)	0.9778 '(45)	-4.4 '(30)
14	1.3647 '(85)	0.1333 '(30)	1.96 '(50)	0.2683 '(41)	2.6098 '(41)
15	-3.9059 '(85)	-5.0526 '(19)	-3.3167 '(60)	-1.1111 '(36)	-5.4667 '(45)
16	-0.1622 '(37)	-3.7895 '(19)	4.5882 '(17)	4.1429 '(14)	-5.6667 '(15)
17	-1.0123 '(81)	3.8276 '(29)	-4.0769 '(39)	-5 '(24)	-0.0217 '(46)
18	-2.0778 '(90)	-2.2619 '(42)	-2.3684 '(38)	-4.3913 '(23)	-2.0172 '(58)
19	-2.8333 '(30)	-2 '(17)	-2.7273 '(11)	-2.5714 '(14)	-2.8182 '(11)
20	-2.7822 '(202)	-1.2542 '(59)	-3.9316 '(117)	-2.0833 '(84)	-4.0471 '(85)

APPENDIX B

STAFF GOALS SURVEY

AND

STAFF ASSESSMENT QUESTIONNAIRE

SEATTLE PUBLIC SCHOOLS

UNIVERSITY OF WASHINGTON

THE SCHOOL ASSESSMENT QUESTIONNAIRE

This instrument is designed to provide you the opportunity to express your opinions about your work and various ideas you may have about your school. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

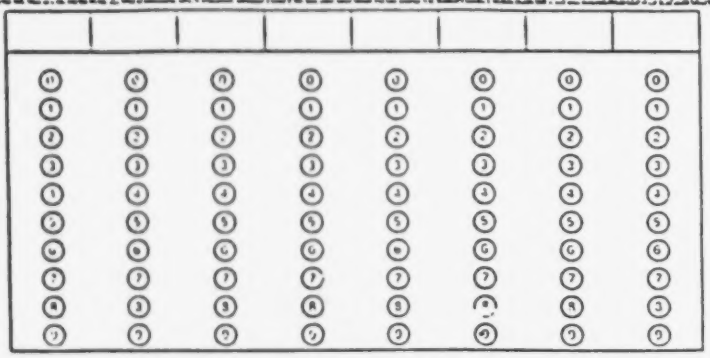
A separate answer sheet is furnished for your responses. Fill in the information requested on the answer sheet. You will notice there is no place for your name. Please DO NOT record your name. All responses will be strictly confidential and results will be reported by groups only. PLEASE DO NOT OMIT ANY ITEMS.

DIRECTIONS FOR RECORDING RESPONSES ON YOUR ANSWER SHEET:

Read each statement carefully. Then indicate whether you Strongly Agree (A), Agree (B), are Undecided (C), Disagree (D), or Strongly Disagree (E) with each statement. Mark your answers on the mark sense form provided in the following manner:

	SA A	A B	U C	D D	SD E
If you Strongly Agree with the statement, blacken space A.	■	( )	( )	( )	( )
If you Agree with the statement, blacken space B.	( )	■	( )	( )	( )
If you are unsure or Undecided, blacken space C.	( )	( )	■	( )	( )
If you Disagree with the statement, blacken space D.	( )	( )	( )	■	( )
If you Strongly Disagree, blacken space E.	( )	( )	( )	( )	■

All marks should be heavy and completely fill the answer space. If you change a response, erase the first mark completely. Make no stray marks on the answer sheet. Please do not mark this booklet.



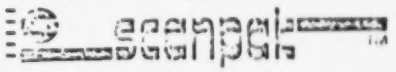
EXAMPLES

WRONG WRONG WRONG RIGHT

INSTRUCTIONS

1. Use No. 2 pencil
2. Do NOT use a pen
3. Erase completely
4. Make no stray marks

CLEAR GOALS — PARENT



Directions:

1. Please review the school goals listed below.
2. Next, place marks in Column A next to the five goals that best describe what your child's school is about. Do not mark more than five.
3. Then, rank the five goals you have identified in terms of emphasis in your child's school.

   Select the goal that receives the most emphasis. Put a mark on Column 1 next to this goal. Next, select the goal that receives the second-most emphasis. Put a mark in Column 2 next to this goal. Continue in like manner your rank-ordering of the three remaining goals, by putting marks in Columns 3, 4 and 5.

SCHOOL GOALS	A Mark 5	Five Goals Rank-Ordered: Most Emphasis #1	#2	#3	#4	Least Emphasis #5
To provide opportunities for the teaching staff to improve their skills	○	○	○	○	○	○
To develop each student's social skills	○	○	○	○	○	○
To teach students how to learn	○	○	○	○	○	○
To provide a strong basic education	○	○	○	○	○	○
To teach living skills which will enhance success as students and adults	○	○	○	○	○	○
To provide an environment assuring contact with the full range of peoples	○	○	○	○	○	○
To produce responsible citizens of the community, state, nation and world	○	○	○	○	○	○
To provide an environment in which each student may develop positive self-esteem	○	○	○	○	○	○
To develop strong multicultural understanding among students and staff	○	○	○	○	○	○
To provide a clean, safe learning environment	○	○	○	○	○	○
To ensure respect for individual differences on the part of both students and staff	○	○	○	○	○	○
To ensure academic excellence	○	○	○	○	○	○
To provide an environment in which each individual student is encouraged to achieve to his or her potential	○	○	○	○	○	○
To build strong communication ties between home, school and community	○	○	○	○	○	○
To teach higher order thinking skills	○	○	○	○	○	○
To build respect and care for property	○	○	○	○	○	○
To provide vocational preparation	○	○	○	○	○	○
To provide an environment characterized by effective discipline	○	○	○	○	○	○
Other:	○	○	○	○	○	○

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TEACHER ASSESSMENT QUESTIONNAIRE

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	A	B	C	D	E
1. Drug and alcohol abuse are problems in this school.	( )	( )	( )	( )	( )
2. My principal encourages the use of different instructional strategies.	( )	( )	( )	( )	( )
3. What I teach in my class contributes to the content of the grade or course that follows it.	( )	( )	( )	( )	( )
4. I enjoy working at this school.	( )	( )	( )	( )	( )
5. Staff members assume responsibility for discipline in my school.	( )	( )	( )	( )	( )
6. Problems in this school are recognized and worked on.	( )	( )	( )	( )	( )
7. My principal promotes staff development activities for faculty.	( )	( )	( )	( )	( )
8. I feel there are procedures open to me to go to a higher authority if a decision has been made that seems unfair.	( )	( )	( )	( )	( )
9. Discipline is not a problem in my school.	( )	( )	( )	( )	( )
10. My principal uses direct observation in forming judgments about my performance.	( )	( )	( )	( )	( )
11. Our school has a set of goals that everyone understands.	( )	( )	( )	( )	( )
12. Students can count on staff members to listen to their side of the story and be fair.	( )	( )	( )	( )	( )
13. The atmosphere of our school is responsive to cultural, ethnic, and language differences.	( )	( )	( )	( )	( )

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	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	A	B	C	D	E
14. The curriculum of our school is multiethnic and multicultural.	( )	( )	( )	( )	( )
15. The physical condition of my school is generally pleasant and well-kept.	( )	( )	( )	( )	( )
16. School rules are enforced equally for everyone.	( )	( )	( )	( )	( )
17. Teachers and staff members take a real interest in their students' future.	( )	( )	( )	( )	( )
18. My principal is an active participant in staff development.	( )	( )	( )	( )	( )
19. I rely heavily on teaching materials that I develop myself for classroom lessons and activities.	( )	( )	( )	( )	( )
20. People are clear about their rights and responsibilities in my school.	( )	( )	( )	( )	( )
21. Teachers in my school turn to the principal with instructional concerns or problems.	( )	( )	( )	( )	( )
22. Assemblies and special activities at our school reflect the ethnic and cultural diversity in the Seattle community.	( )	( )	( )	( )	( )
23. Staff members of our school are sensitive to ethnic and cultural differences.	( )	( )	( )	( )	( )
24. What I teach in my class builds upon the content of the grade or course that <u>precedes</u> <u>it</u>.	( )	( )	( )	( )	( )
25. The administrators of my school are responsive to students' needs.	( )	( )	( )	( )	( )

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	A	B	C	D	E
26. Discussions with my principal result in improved instructional practice.	( )	( )	( )	( )	( )
27. The goals/objectives the district specifies for my courses or grade level are appropriate.	( )	( )	( )	( )	( )
28. My principal leads formal discussions concerning instruction and student achievement.	( )	( )	( )	( )	( )
29. My principal uses clearly communicated criteria for judging my performance.	( )	( )	( )	( )	( )
30. People in my school are willing to listen to the ideas and feelings of others, even when they disagree.	( )	( )	( )	( )	( )
31. My principal is knowledgeable about instructional resources.	( )	( )	( )	( )	( )
32. Bulletin boards and other displays in our school reflect ethnic and culture pluralism.	( )	( )	( )	( )	( )
33. Our school's staff examines instructional materials for ethnic and racial bias.	( )	( )	( )	( )	( )
34. My principal makes frequent classroom observations.	( )	( )	( )	( )	( )
35. My principal mobilizes support to help achieve academic goals.	( )	( )	( )	( )	( )
36. A positive feeling permeates this school.	( )	( )	( )	( )	( )
37. There is a lot of encouragement and personal support among people at school.	( )	( )	( )	( )	( )

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	A	B	C	D	E
38. My principal provides a clear vision of what our school is all about.	( )	( )	( )	( )	( )
39. Students in my school abide by school rules.	( )	( )	( )	( )	( )
40. What I teach in my class is basically the same as classes like mine in <u>other schools</u> in the district.	( )	( )	( )	( )	( )
41. Students are given meaningful ways of being involved in the leadership of the school.	( )	( )	( )	( )	( )
42. My principal's evaluation of my performance helps me improve my teaching.	( )	( )	( )	( )	( )
43. The goals/objectives the district specifies for my courses or class are important.	( )	( )	( )	( )	( )
44. Staff at our school has high expectations of academic achievement for students of all ethnic groups.	( )	( )	( )	( )	( )
45. Our school has an atmosphere that encourages me to express my ideas.	( )	( )	( )	( )	( )
46. Our school's curriculum helps students view ideas from diverse ethnic perspectives and points of view.	( )	( )	( )	( )	( )
47. The school rules are fair.	( )	( )	( )	( )	( )
48. Student behavior is generally positive at my school.	( )	( )	( )	( )	( )
49. My principal communicates clearly to me regarding instructional matters.	( )	( )	( )	( )	( )

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	A	B	C	D	E
50. Discipline is fair and related to violations of agreed-upon rules.	( )	( )	( )	( )	( )
51. The classroom atmosphere in my school is conducive to learning for students.	( )	( )	( )	( )	( )
52. My principal is an important instructional resource person in our school.	( )	( )	( )	( )	( )
53. My principal is accessible to discuss matters dealing with instruction.	( )	( )	( )	( )	( )
54. Stealing is a problem in this school.	( )	( )	( )	( )	( )
55. District curriculum documents guide my planning of instruction.	( )	( )	( )	( )	( )
56. Vandalism is a problem in my school.	( )	( )	( )	( )	( )
57. My principal respects my time as a scarce resource.	( )	( )	( )	( )	( )
58. My principal is a "visible presence" in our building to both staff and students.	( )	( )	( )	( )	( )
59. Staff and students do not view security as an issue in my school.	( )	( )	( )	( )	( )
60 District adopted textbooks guide my planning of instruction.	( )	( )	( )	( )	( )
61. I feel satisfied with my students' progress in school.	( )	( )	( )	( )	( )
62. Our school provides its students with a strong multiethnic/multicultural education.	( )	( )	( )	( )	( )

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	A	B	C	D	E
63. I have a chance to present ideas when important decisions are made about programs in this school.	( )	( )	( )	( )	( )
64. The atmosphere of our school is responsive to gender differences.	( )	( )	( )	( )	( )
65. Our school's staff examines instructional materials for sex bias.	( )	( )	( )	( )	( )
66. Students cut a lot of classes.	( )	( )	( )	( )	( )
67. Achievement test results guide my planning of instruction.	( )	( )	( )	( )	( )
68. The teaching styles in our school are sensitive to the ethnic and cultural diversity of our students.	( )	( )	( )	( )	( )
69. My principal is an effective disciplinarian.	( )	( )	( )	( )	( )
70. Staff at our school has the same expectations of academic achievement for both female and male students.	( )	( )	( )	( )	( )
71. I teach basically the same content that is taught in other classes of the same grade or same course at my school.	( )	( )	( )	( )	( )
72. This school makes students enthusiastic about learning.	( )	( )	( )	( )	( )
73. I would transfer to another school if I could.	( )	( )	( )	( )	( )
74. The content the district specifies for my courses or class is appropriate.	( )	( )	( )	( )	( )

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	A	B	C	D	E
75. Our school's curriculum helps students view ideas from both male and female perspectives.	( )	( )	( )	( )	( )
76. My principal provides frequent feedback regarding my classroom performance.	( )	( )	( )	( )	( )
77. The tests I develop guide my planning of instruction.	( )	( )	( )	( )	( )
78. The teaching styles in our school are sensitive to the needs and concerns of both sexes.	( )	( )	( )	( )	( )
79. I am satisfied with the variety of extra-curricular activities at this school.	( )	( )	( )	( )	( )
80. Procedures used to motivate students are fair to both sexes.	( )	( )	( )	( )	( )
81. Teachers know and treat students as individuals.	( )	( )	( )	( )	( )
82. My principal assists faculty in interpreting test results.	( )	( )	( )	( )	( )
83. My school building is neat, bright, clean and comfortable.	( )	( )	( )	( )	( )
84. The content the district specifies for my courses or grade level is important.	( )	( )	( )	( )	( )
85. My school is a safe and secure place to work.	( )	( )	( )	( )	( )
86. Staff members of our school are sensitive to the needs and concerns of both sexes.	( )	( )	( )	( )	( )
87. There is little sexist behavior among staff at our school.	( )	( )	( )	( )	( )

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	A	B	C	D	E
88. My principal is a strong instructional leader.	( )	( )	( )	( )	( )
89. Our staff works best when it has a set of rules to follow.	( )	( )	( )	( )	( )
90. The district has too much control over our inservice training.	( )	( )	( )	( )	( )
91. Students with special learning needs in my class are not receiving the instructional program they need.	( )	( )	( )	( )	( )
92. My school has effective programs for students who are in need of remediation.	( )	( )	( )	( )	( )
93. Multiple assessment methods are used to assess student progress in basic skills (e.g., criterion-referenced tests, work samples, mastery checklists, etc.)	( )	( )	( )	( )	( )
94. My school has programs for students who are high achievers.	( )	( )	( )	( )	( )
95. Staff in our building want more control over the resources they need to do their jobs.	( )	( )	( )	( )	( )
96. Student assessment information (such as criterion-referenced tests, skills checklists, etc.) is regularly used to give specific student feedback and plan appropriate instruction.	( )	( )	( )	( )	( )
97. The district wants us to use more individual judgement in diagnosing student learning needs.	( )	( )	( )	( )	( )
98. I expect most students in my school will perform below the national average in academic achievement.	( )	( )	( )	( )	( )

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	A	B	C	D	E
99. No challenge is too tough for our staff.	( )	( )	( )	( )	( )
100. Every student should be a unique challenge for our staff.	( )	( )	( )	( )	( )
101. My principal has given me a clear understanding of my responsibilities regarding District homework policies and procedures.	( )	( )	( )	( )	( )
102. The principal in my school is aware of student progress in relation to instructional objectives.	( )	( )	( )	( )	( )
103. We do not have enough opportunity to exercise our own judgment outside the classroom.	( )	( )	( )	( )	( )
104. Most students in my school are capable of mastering grade level academic objectives.	( )	( )	( )	( )	( )
105. The district doesn't listen when we tell them our problems.	( )	( )	( )	( )	( )
106. I expect most students in my school will perform above national average in academic achievement.	( )	( )	( )	( )	( )
107. The academic ability of students in my school compares favorably with students in other schools.	( )	( )	( )	( )	( )
108. Our staff does not want to make decisions about matters that do not affect our classrooms.	( )	( )	( )	( )	( )
109. The district is not aware of the good work we do.	( )	( )	( )	( )	( )
110. If a person in the building runs into trouble, someone helps him or her out.	( )	( )	( )	( )	( )

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	A	B	C	D	E
111. People in our building seek out training experiences that increase their ability to educate students.	( )	( )	( )	( )	( )
112. Staff in our building have a great deal of trust.	( )	( )	( )	( )	( )
113. People in this building are willing to help out wherever they are needed.	( )	( )	( )	( )	( )
114. Staff in our school are proud of what they do.	( )	( )	( )	( )	( )
115. Nearly all of my students will be at or above grade level by the end of this year.	( )	( )	( )	( )	( )
116. If staff motivation is a problem, the district wants us to deal with it.	( )	( )	( )	( )	( )
117. The district wants us to be more goal-oriented.	( )	( )	( )	( )	( )
118. People in our building work hard to maintain good relations with parents.	( )	( )	( )	( )	( )
119. The judgment of fellow staff members should count more than the judgment of others in performance evaluations.	( )	( )	( )	( )	( )
120. The district wants us to be more colleague-oriented.	( )	( )	( )	( )	( )
121. Most of my students will show at least one year's growth in academic achievement this year.	( )	( )	( )	( )	( )
122. Morale is best when staff sticks with familiar routines.	( )	( )	( )	( )	( )
123. Staff in this building tries to do everything the district wants.	( )	( )	( )	( )	( )

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	A	B	C	D	E
124. Every member of our staff should have to obey the same set of rules.	( )	( )	( )	( )	( )
125. The district asks for too much information.	( )	( )	( )	( )	( )
126. The district respects ideas which come from building staff.	( )	( )	( )	( )	( )
127. The district wants us to put the welfare of our students ahead of our own welfare.	( )	( )	( )	( )	( )
128. The district thinks most problems are best solved by principals and faculty at the building level.	( )	( )	( )	( )	( )
129. Teachers should determine and set standards for the profession.	( )	( )	( )	( )	( )
130. Many of my students probably will leave school before high school graduation.	( )	( )	( )	( )	( )
131. Criterion-referenced tests are used to assess basic skills throughout the school.	( )	( )	( )	( )	( )
132. Teachers in my school generally believe most students are able to master the basic reading/ math skills.	( )	( )	( )	( )	( )
133. Our principal treats teachers as colleagues.	( )	( )	( )	( )	( )
134. School staff should try to have more influence over educational policy in this state.	( )	( )	( )	( )	( )
135. The district does not want us to participate in important policy decisions.	( )	( )	( )	( )	( )

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	A	B	C	D	E
136. I communicate to my students a clear understanding of their responsibilities regarding homework assignments.	( )	( )	( )	( )	( )
137. Staff in our building are loyal employees.	( )	( )	( )	( )	( )
138. The best ideas in our building come from our teachers.	( )	( )	( )	( )	( )
139. I regularly follow district procedures for assigning homework.	( )	( )	( )	( )	( )
140. Staff members should refuse to do things that are not good for students.	( )	( )	( )	( )	( )
141. The principal uses test results to recommend changes in the instructional program.	( )	( )	( )	( )	( )
142. Most of the important planning in our school should be done by building staff.	( )	( )	( )	( )	( )
143. The district can count on us to give our best.	( )	( )	( )	( )	( )
144. Present district rules and regulations do not give staff enough protection.	( )	( )	( )	( )	( )
145. My school is responsive to students with special learning needs.	( )	( )	( )	( )	( )
146. We do not get the respect we deserve from the district.	( )	( )	( )	( )	( )
147. My school has effective procedures for identifying students with special learning needs.	( )	( )	( )	( )	( )
148. We are committed to working together as a faculty.	( )	( )	( )	( )	( )

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	A	B	C	D	E
149. The district does not know what is going on in schools.	( )	( )	( )	( )	( )
150. Our staff constantly looks for ways to do a better job.	( )	( )	( )	( )	( )
151. Our staff holds itself to the highest professional standards.	( )	( )	( )	( )	( )
152. The district would rather have a loyal staff than a competent staff.	( )	( )	( )	( )	( )
153. The district would be happier if teacher and principal organizations did not exist.	( )	( )	( )	( )	( )
154. Staff in our building want to be told what to do and how to do it. —	( )	( )	( )	( )	( )
155. Most students in my school will perform at about the national average in academic achievement.	( )	( )	( )	( )	( )
156. Teachers in other schools would rate my school's level of academic achievement as good.	( )	( )	( )	( )	( )
157. Most of the students in my school will ultimately graduate from high school.	( )	( )	( )	( )	( )
158. Whatever it takes, people in our building solve problems.	( )	( )	( )	( )	( )
159. We are ready to learn to do our jobs in a new way if it will meet the needs of students.	( )	( )	( )	( )	( )
160. The district treats us like children.	( )	( )	( )	( )	( )

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	A	B	C	D	E
161. Professional achievement is recognized and rewarded in our building.	( )	( )	( )	( )	( )
162. We have a strong sense of community in our building.	( )	( )	( )	( )	( )
163. Staff in this school really care about how much students learn.	( )	( )	( )	( )	( )
164. Staff review and analyze test results to plan instructional program changes.	( )	( )	( )	( )	( )
165. Our staff wants the principal and district to plan for our inservice learning needs.	( )	( )	( )	( )	( )
166. Teachers in my school frequently assess the progress of students in basic skills.	( )	( )	( )	( )	( )
167. Homework assigned in my class helps students' academic progress.	( )	( )	( )	( )	( )

APPENDIX C

Table of School Goals Mean Score
for
High Achieving and Low Achieving Schools

	1	2	3	4	5	6	7	8
High Achieving								
School #1	33.30	47.60	81.00	81.00	47.60	47.60	61.90	90.50
#2	0.00	7.70	38.50	100.00	0.00	7.70	30.80	53.90
#3	9.10	9.10	27.30	90.90	0.00	36.40	18.20	54.60
#4	22.70	0.00	4.60	77.30	0.00	13.60	4.60	77.30
#5	0.00	36.40	18.20	72.70	18.20	45.50	46.70	27.30
#6	21.10	52.60	31.60	68.40	15.80	5.30	26.30	52.60
#7	14.30	19.10	42.90	90.50	14.30	4.80	23.80	52.40
#8	0.00	0.00	46.20	100.00	0.00	23.10	38.50	61.50
#9	4.00	12.00	24.00	33.20	4.00	28.00	8.00	60.00
#10	9.00	36.00	32.00	76.00	16.00	4.00	32.00	60.00
Low Achieving								
School #11	0.00	20.00	60.00	80.00	10.00	0.00	0.00	40.00
#12	41.90	5.30	26.30	73.70	10.50	26.30	31.60	47.40
#13	33.30	16.70	33.30	83.30	0.00	16.70	33.30	66.70
#14	7.10	14.30	35.70	100.00	0.00	21.40	7.10	28.60
#15	7.70	30.80	30.80	84.60	7.70	15.40	15.40	69.20
#16	0.00	7.10	57.10	100.00	0.00	21.40	21.40	57.10
#17	12.50	25.00	12.50	87.50	37.50	12.50	50.00	37.50
#18	50.00	42.90	21.40	50.00	0.00	35.70	7.10	71.40
#19	17.70	11.80	17.70	88.20	0.00	5.90	29.40	41.20
#20	0.00	6.70	46.70	73.30	0.00	33.30	33.30	33.30

APPENDIX C (cont'd)

Table of School Goals Mean Scores
for
High Achieving and Low Achieving Schools

9	10	11	12	13	14	15	16	17	18
57.10	33.30	71.40	66.70	81.00	52.40	42.90	42.90	42.90	42.90
38.50	30.80	23.10	23.10	61.50	38.50	0.00	23.10	0.00	23.10
45.50	0.00	54.60	45.50	54.60	36.40	9.10	9.10	0.00	9.10
81.80	0.00	54.60	18.20	54.60	100.00	0.00	0.00	0.00	4.60
63.60	18.20	45.50	36.40	45.50	27.30	18.20	0.00	0.00	27.30
21.10	15.80	31.60	63.20	47.40	15.80	15.80	15.80	0.00	42.10
71.40	9.50	33.30	47.60	57.10	14.30	14.30	0.00	0.00	0.00
30.80	15.40	23.10	30.80	69.20	23.10	0.00	0.00	0.00	61.50
88.00	20.00	52.00	28.00	72.00	12.00	0.00	8.00	0.00	4.00
24.00	12.00	44.00	36.00	68.00	28.00	12.00	0.00	4.00	20.00
50.00	20.00	40.00	20.00	60.00	50.00	0.00	10.00	0.00	40.00
21.10	26.30	42.10	31.60	52.60	47.40	5.30	10.50	10.50	36.80
0.00	0.00	66.70	0.00	66.70	33.30	0.00	16.70	0.00	33.30
28.60	7.10	64.30	28.60	71.40	42.90	0.00	7.10	7.10	35.70
30.80	15.40	69.20	23.10	69.20	15.40	0.00	0.00	7.70	15.40
21.40	14.30	28.60	28.60	64.30	14.30	0.00	21.40	0.00	42.90
50.00	0.00	87.50	12.50	62.50	0.00	12.50	12.50	0.00	25.00
42.90	0.00	57.10	14.30	64.30	28.60	0.00	14.30	0.00	0.00
52.90	11.80	52.90	52.90	64.70	0.00	29.40	11.80	0.00	17.70
60.00	26.70	46.70	20.00	86.70	33.30	20.00	0.00	0.00	13.30

APPENDIX D

t-test Results for
Goals Data

	High Achieving Schools		Low Achieving Schools		T-Test		
	Mean	St Dev	Mean	St Dev	Diff	Pooled SD	t-Value
1	11.35	11.38	17.02	18.40	-5.67	7.21	-0.79
2	22.04	19.56	18.04	12.01	4.00	7.65	0.52
3	34.60	20.33	34.15	16.10	0.45	8.64	0.05
4	78.99	19.50	82.07	14.52	-3.08	8.11	-0.38
5	11.59	14.84	6.57	11.76	5.02	6.31	0.79
6	21.59	17.08	18.87	11.27	2.72	6.82	0.40
7	29.07	17.28	22.87	15.45	6.20	7.73	0.80
8	59.00	16.57	49.24	15.74	9.76	7.62	1.28
9	52.18	23.91	35.76	18.61	16.41	10.10	1.63
10	15.50	11.09	12.16	10.31	3.34	5.05	0.66
11	43.31	15.56	55.51	17.15	-12.21	7.72	-1.58
12	39.53	16.17	23.15	14.00	16.38	7.13	2.30*
13	61.08	11.36	66.24	8.83	-5.16	4.80	-1.08
14	34.76	26.07	26.51	18.35	8.25	10.63	0.78
15	11.22	13.29	6.72	10.53	4.50	5.65	0.80
16	9.88	14.10	10.43	6.75	-0.55	5.21	-0.11
17	4.69	13.47	2.54	4.17	2.15	4.70	0.46
18	23.45	20.26	26.01	14.01	-2.56	8.21	-0.31

*Statistically significant at the .05 level on a two-tailed test.

APPENDIX E

Table of Mean Scores on Strong Leader
Items for High Achieving
and
Low Achieving Schools

	1	2	3	4	5	6	7	8
High Achieving								
School #1	85.20	88.20	96.30	100.00	77.80	76.50	96.30	88.30
#2	93.60	75.00	83.60	70.90	70.40	73.90	74.20	87.50
#3	72.70	88.00	63.70	92.00	54.60	80.00	81.80	92.00
#4	100.00	75.00	100.00	83.40	90.40	100.00	100.00	83.30
#5	91.70	100.00	100.00	85.70	75.00	85.70	100.00	95.20
#6	92.00	36.40	88.00	72.80	88.00	72.70	88.00	27.30
#7	95.90	86.70	87.50	67.80	73.90	48.30	91.30	83.30
#8	100.00	96.30	94.10	85.70	88.20	77.70	88.20	82.20
#9	85.20	100.00	92.50	92.60	88.00	42.30	92.30	92.60
#10	100.00	92.60	100.00	92.80	82.20	89.30	96.60	89.60
Low Achieving								
School #11	88.20	81.50	88.20	51.80	78.60	66.70	88.20	66.60
#12	95.50	81.80	95.50	45.40	71.40	45.50	85.80	72.80
#13	71.50	54.60	100.00	27.30	57.20	27.30	85.70	27.30
#14	94.10	50.00	77.80	67.60	52.90	50.00	89.40	70.60
#15	84.60	61.50	69.30	53.90	61.50	46.20	69.20	69.20
#16	83.30	83.40	61.10	79.00	58.90	76.40	61.10	61.10
#17	54.60	100.00	27.30	57.10	27.30	85.70	36.40	85.80
#18	81.80	95.50	81.80	81.80	27.30	86.30	72.70	95.50
#19	88.90	94.10	62.90	62.50	62.90	80.00	66.60	94.10
#20	56.30	37.50	26.70	12.60	18.80	31.30	56.30	12.60

APPENDIX E (cont'd)

Table of Mean Scores on Strong Leader
Items for High Achieving
and
Low Achieving Schools

9	10	11	12	13	14	15	16	17	18	19
82.90	82.30	88.90	76.50	88.90	88.30	92.30	100.00	92.60	82.40	85.80
64.50	66.70	74.20	86.90	69.00	70.80	80.00	95.80	68.90	91.70	75.90
54.60	80.00	45.50	80.00	54.60	76.00	63.20	96.00	9.10	64.00	36.40
95.20	83.30	95.30	91.70	100.00	75.00	100.00	100.00	90.50	75.00	100.00
91.70	100.00	100.00	100.00	100.00	95.20	100.00	100.00	91.70	100.00	81.90
72.00	45.50	88.00	63.70	92.00	45.50	91.60	81.90	88.00	36.40	88.00
66.70	76.60	91.70	74.20	91.30	73.30	95.70	80.60	69.50	75.90	75.00
94.60	96.30	88.20	89.90	88.20	78.60	94.10	96.40	88.30	89.90	82.30
85.20	81.40	70.40	96.00	92.00	74.00	100.00	96.30	64.00	57.70	76.90
96.60	96.60	82.90	92.10	93.10	85.70	100.00	100.00	93.10	85.70	100.00
88.20	59.20	88.20	62.90	87.50	69.30	93.40	70.40	93.40	40.70	87.60
91.00	72.70	100.00	63.60	100.00	45.30	85.70	54.60	95.20	54.60	86.40
85.70	36.40	71.50	36.40	85.70	27.30	85.70	81.80	85.70	36.40	57.20
61.10	58.80	73.70	33.40	76.40	50.00	83.30	100.00	70.60	72.30	55.50
33.30	46.20	69.20	69.20	69.20	53.90	83.40	100.00	53.80	76.90	38.50
53.80	83.40	55.50	58.80	72.30	35.30	88.20	79.00	53.00	76.40	61.60
81.80	71.40	18.20	57.20	36.40	57.20	63.60	100.00	45.50	42.90	0.00
36.40	95.50	36.40	90.50	45.50	95.20	63.60	95.30	36.40	90.90	18.20
66.70	81.30	59.20	80.00	62.90	81.30	66.60	94.10	63.00	78.60	66.60
25.10	31.30	6.30	37.60	18.80	12.60	25.10	6.30	18.80	25.00	6.30